



Anderson 2 School District

10990 BHP Highway
Honea Path, South

Grades	PK-12 District	
Enrollment	3,768 Students	
Superintendent	Mr. Thomas T. Chapman	864-369-7364
Board Chair	Mrs. Brenda Cooley	864-369-7364

THE STATE OF SOUTH CAROLINA 2008 ANNUAL DISTRICT REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	Below Average
2006	Average	At-Risk
2005	Good	Below Average
2004	Excellent	Good

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

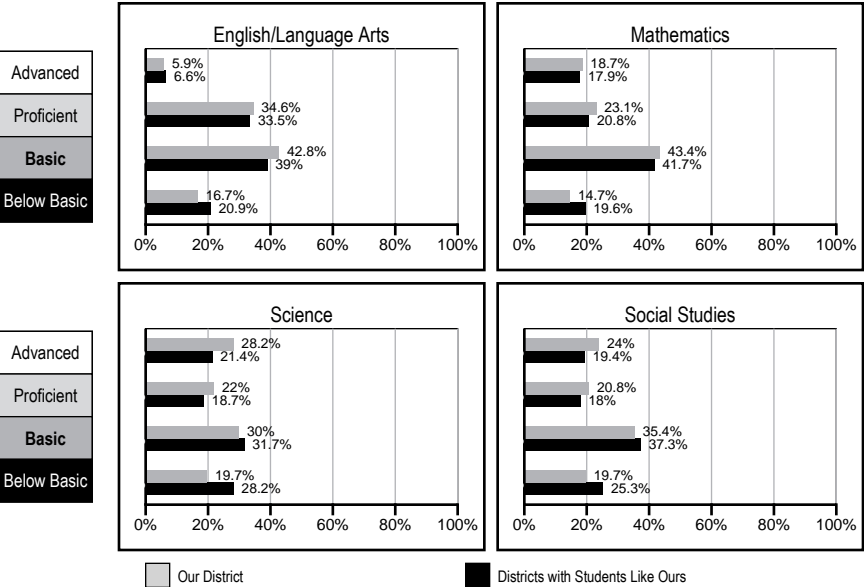
97.3%

ABSOLUTE RATINGS OF DISTRICTS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	2	12	4	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Districts with Students Like Ours are Districts with Poverty indices of no more than 5% above or below the index for the District.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our District			Districts with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed both subtests	77.1	80.8	83.7	78.8	81.2	84.4
Passed 1 subtest	9.5	9.2	8.5	10.4	10.6	9.0
Passed no subtests	13.4	1.0	7.8	10.8	8.2	7.1

End of Course Tests

Percent of tests with scores of 70 or above on:	Our District	Districts with Students Like Ours*
Algebra 1/Math for the Technologies 2	79.2	75.7
English 1	67.1	66.5
Physical Science	70.9	55.7
All Subjects	69.0	65.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

District Profile

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n=3,768)				
First graders who attended full-day kindergarten	99.0%	Down from 100.0%	98.5%	98.9%
Retention rate	3.7%	Down from 4.6%	3.1%	4.0%
Attendance rate	95.8%	Down from 95.9%	95.8%	95.6%
Eligible for gifted and talented	17.4%	Down from 18.6%	16.2%	11.4%
With disabilities other than speech	11.3%	Up from 10.3%	9.5%	10.5%
Older than usual for grade	4.4%	Up from 2.8%	3.2%	4.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.6%	0.8%	0.8%
Enrolled in AP/IB programs	8.7%	Down from 9.6%	17.8%	10.3%
Successful on AP/IB exams	43.1%	N/A	55.9%	56.0%
Eligible for LIFE Scholarship	60.7%	Up from 28.8%	40.7%	31.1%
Enrolled in adult education GED or diploma programs	27	Down from 32	59	48
Completions in adult education GED or diploma programs	18	Down from 32	50	27
Annual dropout rate	4.8%	Down from 5.3%	3.9%	3.8%
Teachers (n=223)				
Teachers with advanced degrees	49.8%	Down from 50.5%	58.3%	54.8%
Continuing contract teachers	86.5%	Down from 93.2%	78.7%	73.9%
Teachers with emergency or provisional certificates	0.5%	Down from 0.9%	2.6%	5.0%
Teachers returning from previous year	92.8%	Down from 94.0%	90.8%	88.8%
Teacher attendance rate	94.6%	Down from 98.3%	95.2%	94.9%
Average teacher salary	\$46,337	Up 2.3%	\$46,507	\$45,107
Vacancies for more than nine weeks	0.0%	No Change	0.2%	0.5%
Professional development days/teacher	19.5 days	Up from 18.4 days	14.5 days	15.2 days
District				
Superintendent's years at district	10.0	Up from 9.0	2.5	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 22.5 to 1	21.0 to 1	20.2 to 1
Prime instructional time	88.3%	Down from 93.4%	89.7%	89.1%
Dollars spent per pupil*	\$8,060	Up 8.3%	\$8,074	\$8,666
Percent of expenditures for teacher salaries*	53.3%	Down from 56.8%	54.4%	53.1%
Percent of expenditures for instruction*	59.9%	Down from 60.7%	58.8%	56.5%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	100.0%	No Change	98.4%	98.2%
Number of schools	7	No Change	14	9
Number of magnet schools	0	No Change	0	0
Portable classrooms	0.0%	No Change	5.1%	4.3%
Average age in years of school facilities	30 Years	No Change	22 Years	26 Years
Number of schools with SACS accreditation	7.0	No Change	13.0	8.0
Average administrator salary	\$78,946	Down 1.7%	\$75,535	\$76,032

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	201	93.0%	792	76.8%	224	74.1%	Yes
Gender							
Male	103	91.3%	393	74.6%	116	71.6%	N/A
Female	98	94.9%	399	78.9%	108	76.9%	N/A
Racial/Ethnic Group							
White	157	96.2%	615	81.6%	174	77.0%	N/A
African American	41	80.5%	166	58.4%	48	62.5%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	25	56.0%	121	38.8%	25	40.0%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	71	81.7%	334	67.1%	86	58.1%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

HSAP Passage Rate by Spring 2008

	Our District	Districts with Students Like Ours
Percent	93.0%	94.1%

On-Time Graduation Rate

	Our District	Districts with Students Like Ours
Number of Students	224	786
Number of Diplomas	166	572
Rate	74.1%	75.8%

College Admissions Tests

SAT	Critical Reading		Math		Writing		Total			
	2007	2008	2007	2008	2007	2008	2007	2008		
District	483	536	503	515	480	516	987	1051		
State	486	484	497	496	473	471	983	980		
Nation	498	497	509	510	488	488	1007	1007		
ACT	English		Math		Reading		Science		Total	
	2007	2008	2007	2008	2007	2008	2007	2008	2007	2008
District	18.3	20.4	19.3	20.6	19.2	21.4	19.4	21.0	19.2	21.0
State	19.0	19.2	19.8	20.1	19.8	20.0	19.5	19.7	19.6	19.9
Nation	20.7	20.6	19.8	21.0	19.8	21.4	19.5	20.8	19.6	21.1

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School District Governance

Board Membership	6 trustees elected to single-member seats, 1 trustee elected to at-large seats
Fiscal Authority	District Board/County Board/Referendum
Average Number of Hours of Training Annually	16.0 per board member
Percent New Trustees Completing Orientation	100.0%

District Superintendent's Report

The 2007–2008 school year proved to be another very successful year for Anderson School District Two. Our district is not only performing consistently in the top 10% of all SC school districts, we are continually focusing on new approaches to move students forward. Four new initiatives were implemented this year to address specific needs of students and to improve academic achievement across the district.

Anderson School District Two has joined with other districts across the state in Positive Behavioral Interventions and Supports (PBIS). Research has shown that modeling and reinforcing positive social behavior is an important part of a student's educational experience. A team was developed at each school to guide and direct this process.

Another major initiative for our district was the development of an intervention reading program designed to help struggling readers. Reading has become an area of focus throughout the state and nation as research has shown that reading deficits are a major contributing factor to students not graduating from high school. With grant assistance from the WebbCraft Family Foundation, our district was able to hire reading teachers to serve at the elementary and middle school levels. A reading teacher will also be hired for the high school for the 2008-2009 school year.

A district team was developed to design a program focused on academic achievement and life enhancement skills. The Merit Academy and Team9Reach were wonderful approaches for improving academic, social, and overall success for students who needed additional assistance.

Instructional delivery through technology applications continued to be an exciting and expanding area for our district. During the year, Promethean boards and visual presenters were purchased for classroom use. These tools are a way to bring ultimate interactivity to classrooms and to capture the attention of and engage learners.

Several schools were honored during the 2007-2008 school year for their academic achievements. Belton Elementary, Honea Path Elementary, and Wright Elementary Schools were recognized by the South Carolina Education Oversight Committee for closing the achievement gap among students of differing economic and ethnic groups. Wright Elementary School was also awarded the prestigious honor of being named a National Blue Ribbon School of Excellence by the United States Department of Education. Schools are selected for this award based on outstanding student academic achievement and impressive test gains in all student subgroups.

I would like to thank our district and school staffs, parents, and community members for continued support of all instructional programs. Without the shared vision and collaborative efforts of everyone involved, reaching district goals would not be possible.

Thomas T. Chapman
Superintendent

No Child Left Behind

District Adequate Yearly Progress	No
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This district met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

District Improvement Status	Continuing District Improvement
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The district missed AYP for three years. Sanctions: Revise or continue the district improvement plan.

Title I Schools' School Improvement Status

The Anderson 2 School District consists of 7 public schools with 0 of these schools, or 0%, in improvement status.

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	1740	100.0	16.7	42.8	34.6	5.9	54.5	48.2	Yes	Yes
Gender										
Male	884	100.0	21.1	42.8	32.0	4.2	49.3	41.7	N/A	N/A
Female	856	100.0	12.3	42.8	37.3	7.6	59.8	55.0	N/A	N/A
Racial/Ethnic Group										
White	1381	100.0	14.2	41.4	37.8	6.6	58.8	60.0	Yes	Yes
African American	322	100.0	28.4	47.5	21.7	2.3	35.1	31.7	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	24	100.0	10.5	63.2	26.3	N/A	63.2	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.0	I/S	I/S
Disability Status										
Disabled	276	100.0	46.9	36.0	14.3	2.7	24.8	16.0	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
Limited English Proficient										
Limited English	14	100.0	N/A	75.0	25.0	N/A	75.0	36.6	I/S	I/S
Socio-Economic Status										
Subsided meals	804	100.0	22.2	49.3	26.1	2.4	42.8	34.0	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	1740	100.0	14.7	43.4	23.1	18.7	55.5	45.8	Yes	Yes
Gender										
Male	884	100.0	15.7	41.0	23.6	19.8	56.0	45.6	N/A	N/A
Female	856	100.0	13.7	46.0	22.7	17.7	54.9	45.9	N/A	N/A
Racial/Ethnic Group										
White	1381	100.0	13.1	40.7	24.9	21.4	58.9	59.0	Yes	Yes
African American	322	100.0	22.7	56.2	14.4	6.7	38.5	26.9	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	24	100.0	N/A	36.8	47.4	15.8	73.7	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
Disability Status										
Disabled	276	100.0	40.3	40.7	13.6	5.4	29.8	17.1	No	Yes
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
Limited English Proficient										
Limited English	14	100.0	N/A	33.3	50.0	16.7	83.3	38.1	I/S	I/S
Socio-Economic Status										
Subsided meals	804	100.0	19.7	50.0	20.7	9.6	45.1	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	District Attendance Rate	State Attendance Rate
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Science

All Students	1163	100.0	19.7	30.0	22.0	28.2	50.2	35.7	96.2	96.1
Gender										
Male	593	100.0	20.6	27.1	20.1	32.3	52.3	37.4	96.1	96.0
Female	570	100.0	18.8	33.1	23.9	24.1	48.1	33.8	96.2	96.3
Racial/Ethnic Group										
White	913	100.0	16.6	28.3	22.9	32.2	55.1	49.2	96.0	96.0
African American	222	100.0	33.0	38.8	18.0	10.2	28.2	17.0	96.8	96.2
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	58.0	97.3	97.3
Hispanic	18	100.0	23.1	15.4	30.8	30.8	61.5	24.9	96.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	37.4	95.0	94.6
Disability Status										
Disabled	197	100.0	47.3	26.6	14.7	11.4	26.1	14.0	95.6	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.4
Limited English Proficient										
Limited English	10	I/S	I/S	I/S	I/S	I/S	I/S	24.4	97.4	96.8
Socio-Economic Status										
Subsided meals	535	100.0	28.8	32.1	20.9	18.2	39.1	21.1	95.5	95.6

Social Studies

All Students	1163	100.0	19.7	35.4	20.8	24.0	44.8	34.0	96.2	96.1
Gender										
Male	583	100.0	17.3	33.7	19.7	29.3	49.0	36.6	96.1	96.0
Female	580	100.0	22.2	37.1	22.0	18.7	40.7	31.3	96.2	96.3
Racial/Ethnic Group										
White	934	100.0	17.4	34.2	21.7	26.6	48.3	44.5	96.0	96.0
African American	205	100.0	29.1	40.2	17.5	13.2	30.7	19.1	96.8	96.2
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.3	97.3
Hispanic	17	100.0	13.3	60.0	20.0	6.7	26.7	27.5	96.7	96.5
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	32.7	95.0	94.6
Disability Status										
Disabled	180	100.0	41.8	33.9	15.2	9.1	24.2	14.4	95.6	95.1
Migrant Status										
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.4
Limited English Proficient										
Limited English	12	100.0	18.2	45.5	27.3	9.1	36.4	27.3	97.4	96.8
Socio-Economic Status										
Subsided meals	534	100.0	24.7	37.5	23.5	14.2	37.7	21.0	95.5	95.6

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	283	100.0	6.1	33.5	50.0	10.4	60.4
	4	288	100.0	10.8	38.6	45.5	5.1	50.5
	5	279	100.0	22.5	46.1	30.7	0.7	31.5
	6	296	100.0	22.1	40.7	29.3	7.9	37.1
	7	269	100.0	27.9	44.6	25.1	2.4	27.5
2008	8	253	100.0	19.4	60.3	15.7	4.5	20.2
	3	308	100.0	7.5	31.5	50.3	10.6	61.0
	4	289	100.0	14.6	38.7	42.0	4.7	46.7
	5	280	100.0	17.1	46.1	33.1	3.7	36.8
	6	293	100.0	16.7	43.4	31.3	8.5	39.9
2008	7	296	100.0	20.1	51.3	25.1	3.6	28.7
	8	274	100.0	25.4	46.5	24.6	3.5	28.1
Mathematics								
2007	3	283	100.0	12.9	50.7	19.8	16.5	36.3
	4	288	100.0	10.1	32.9	28.9	28.2	57.0
	5	279	100.0	15.4	36.7	27.0	21.0	47.9
	6	296	99.7	17.9	35.8	27.6	18.6	46.2
	7	269	100.0	10.8	48.2	21.1	19.9	41.0
2008	8	253	100.0	18.6	59.9	14.0	7.4	21.5
	3	308	100.0	15.8	42.8	20.2	21.2	41.4
	4	289	100.0	15.3	39.8	24.5	20.4	44.9
	5	280	100.0	9.7	36.1	30.9	23.4	54.3
	6	293	100.0	13.9	37.4	27.4	21.4	48.8
2008	7	296	100.0	15.8	46.2	19.0	19.0	38.0
	8	274	100.0	17.7	59.2	16.9	6.2	23.1
Science								
2007	3	144	100.0	18.8	37.7	19.6	23.9	43.5
	4	288	100.0	13.5	32.4	26.9	27.3	54.2
	5	142	100.0	22.6	24.8	15.0	37.6	52.6
	6	153	100.0	22.6	21.9	23.4	32.1	55.5
	7	269	99.3	22.6	34.7	16.9	25.8	42.7
2008	8	126	100.0	18.3	45.8	18.3	17.5	35.8
	3	155	100.0	9.7	23.4	36.6	30.3	66.9
	4	289	100.0	15.0	31.8	23.4	29.9	53.3
	5	136	100.0	21.5	28.5	14.6	35.4	50.0
	6	148	100.0	25.5	25.5	22.8	26.2	49.0
2008	7	296	100.0	24.0	35.5	17.2	23.3	40.5
	8	139	100.0	23.5	28.8	19.7	28.0	47.7
Social Studies								
2007	3	141	100.0	2.9	29.7	29.7	37.7	67.4
	4	288	100.0	13.5	40.0	29.1	17.5	46.5
	5	139	99.3	29.0	37.4	16.0	17.6	33.6
	6	146	100.0	12.9	41.4	24.3	21.4	45.7
	7	269	99.3	31.0	33.1	16.9	19.0	35.9
2008	8	127	100.0	21.3	54.1	18.9	5.7	24.6
	3	154	100.0	6.8	27.7	29.1	36.5	65.5
	4	289	100.0	11.7	39.4	24.1	24.8	48.9
	5	144	100.0	15.1	33.8	21.6	29.5	51.1
	6	145	100.0	14.7	24.3	27.2	33.8	61.0
2008	7	296	100.0	37.6	34.1	12.2	16.1	28.3
	8	135	100.0	23.4	52.3	15.6	8.6	24.2

Abbreviations for Missing Data

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HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)

All Students	262	98.1	10.0	29.3	32.5	28.1	69.1	69.7	Yes	Yes
Male	133	97.7	15.0	30.7	37.8	16.5	63.0	64.6	N/A	N/A
Female	129	98.4	4.9	27.9	27.0	40.2	75.4	74.8	N/A	N/A
White	204	97.5	9.2	24.1	32.8	33.8	73.8	81.7	Yes	Yes
African American	53	100.0	14.0	48.0	30.0	8.0	50.0	53.6	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	83.1	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	59.7	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	65.5	I/S	I/S
Disabled	50	90.0	48.8	48.8	2.4	N/A	4.9	25.2	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	40.0	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	47.3	I/S	I/S
Subsized meals	113	97.3	15.2	35.2	32.4	17.1	54.3	55.1	Yes	Yes

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	262	98.5	11.6	24.8	35.2	28.4	74.0	67.2	Yes	Yes
Male	133	98.5	17.2	24.2	36.7	21.9	67.2	66.3	N/A	N/A
Female	129	98.4	5.7	25.4	33.6	35.2	81.1	68.0	N/A	N/A
White	204	98.0	9.2	21.4	36.2	33.2	78.1	79.6	Yes	Yes
African American	53	100.0	22.0	40.0	30.0	8.0	56.0	49.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	88.7	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	I/S	60.0	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	69.5	I/S	I/S
Disabled	50	92.0	59.5	38.1	2.4	N/A	16.7	23.8	No	Yes
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	46.7	N/A	N/A
Limited English	1	I/S	I/S	I/S	I/S	I/S	I/S	54.9	I/S	I/S
Subsized meals	113	98.2	17.9	30.2	36.8	15.1	65.1	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)

All Students	253	93.7	40.7	20.6	17.0	15.4	N/A	N/A	N/A	N/A
Male	120	95.0	40.8	23.3	17.5	13.3	N/A	N/A	N/A	N/A
Female	133	92.5	40.6	18.0	16.5	17.3	N/A	N/A	N/A	N/A
White	196	94.9	36.2	19.4	19.9	19.4	N/A	N/A	N/A	N/A
African American	53	90.6	58.5	26.4	3.8	1.9	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	4	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	39	82.1	76.9	2.6	2.6	N/A	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English	N/A	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	112	88.4	44.6	25.0	8.9	9.8	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 45.8% (Proficient and Advanced)									
All Students	2007	276	98.2	12.8	30.2	29.1	27.9	70.5	70.7
	2008	262	98.1	10.0	29.3	32.5	28.1	69.1	69.7

Mathematics - State Performance Objective = 42.7% (Proficient and Advanced)

All Students	2007	276	98.6	16.2	25.9	31.3	26.6	66.0	62.2
	2008	262	98.5	11.6	24.8	35.2	28.4	74.0	67.2

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our District	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.1%	0.0%	No
Student attendance rate, grades K-8	95.8%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample